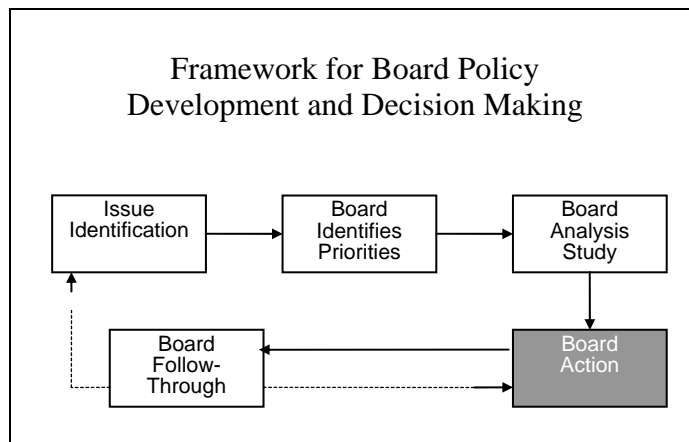


Iowa State Board of Education

Executive Summary

May 14, 2008

**Agenda Item:**

Wartburg College's Practitioner Preparation Program

Iowa Goal:

3. Iowans will pursue higher education that results in an improved quality of life supported by better economic opportunities through high skill employment.

Equity Impact Statement:

These rules support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter:

Arlie Willems, Administrative Consultant
Practitioner Preparation
Division of Early Childhood, Elementary, and Secondary Education

Attachments:

1

Recommendation:

It is recommended that the State Board approve Wartburg College's practitioner preparation program through the next scheduled full accreditation visit, tentatively scheduled for the 2012-2013 academic year.

Background:

Iowa Code 282—14.102(272) grants authority to the state board of education to set standards and approve practitioner preparation programs based on those standards. Wartburg College met the program approval standards as approved by the state board.

**Recommendation for Continuing Approval
of
Wartburg College**

May 14, 2008

Wartburg College, located in Waverly, is a four-year liberal arts college of the Evangelical Lutheran Church in America. The college was founded in 1852 and moved seven times before settling in Waverly in 1935. Building on its Lutheran heritage, Wartburg's mission focuses on service and leadership. The college has received national recognition for its community engagement as well as for outstanding science and mathematics programs.

Wartburg College currently enrolls approximately 1800 students representing 23 states and 36 countries. More than 95% of Wartburg's students are enrolled full-time. The college offers five baccalaureate degrees, with majors in both professional and liberal arts programs. Generally about 20% of the students at Wartburg College are pursuing majors in the college's Teacher Education Program. Around 80 candidates are recommended for licensure each year. In recent years those recommended were equally divided between elementary and secondary; currently the program is seeing a decline in the number of elementary majors. Wartburg offers thirty-seven endorsements with a large number in the music education program.

A day-long preliminary review of the Wartburg College program was conducted on January 28, 2008, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Wartburg Program for their response at the time of the review.

The site visit occurred March 30-April 2, 2008, in conjunction with the National Council for Accreditation of Teacher Education (NCATE). During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Wartburg Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty Performance and Development, Clinical Practice, Assessment of Candidate Knowledge, and Assessment of the Program. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments

- The team was impressed with the beautiful campus and facilities, the safe and trusting environment, and the polite and confident students.
- The program exhibited strong ties with the community, especially with local schools.
- Interviews with candidates indicated an understanding and alignment of program goals with the mission of the college.
- Across campus and with stakeholders, the education faculty enjoys a reputation as caring and involved.
- Students are very proud of being students in the Wartburg Education Department. They consistently praise the compassion, intelligence, expectations and feedback of faculty members.

STANDARD 1: GOVERNANCE AND RESOURCES

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- All facilities are accessible and campus resources seem to be very well designed and maintained to enhance student learning and their overall college experience.
- The unit has considerable control over decisions made regarding the education of unit candidates and has input into budget decisions. The unit drives curriculum changes.
- Leadership in the education department has been cited by faculty, administrators and staff as critical in strengthening relationships with other academic and support departments.
- Library resources are solid, including both print and electronic sources. Library staff collaborate with and support the education faculty and students. A library classroom adjacent to the curriculum library serves the program well.
- The program includes an active Teacher Advisory Committee composed of a number of local educators as well as faculty, students and recent alumni.
- Faculty development funds are appropriate and accessible in several ways.

Concerns/Recommendations: Because of the importance of assessment to the program, the complexity of sound assessment, and state requirements for both candidate assessment and program assessment, the team recommends that increased resources and support be assigned to the education program for purposes of assessment.

Item that must be Addressed Prior to State Board Action: None

STANDARD II: DIVERSITY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The college is addressing diversity in hiring practices, for both full time and adjunct faculty.
- College resources are applied to recruitment and retention of students of diversity. The admissions department has three individuals dedicated to this specific work, including the following: one representative working specifically on recruiting international students; one admissions representative working specifically on recruitment of minority students; and one retention advisor working with minority students.
- At least twelve individual campus student organizations focus on issues of diversity.
- The education program has implemented two successful projects focused on the preparation of teachers from minority populations, the Waterloo Teacher Project and the Walter Cunningham Memorial Teacher Project.
- All unit candidates complete a field placement in a setting with students whose cultures are different from their own. Candidates reported this experience as a strong component of their education.
- Cooperating teachers commented that candidates have the ability and confidence to work well with students and parents from different cultures.

Items that Must Be Addressed Prior to State Board Action: None

STANDARD III: FACULTY

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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The team finds this standard area met with strength.

Strengths

- The education department faculty is strongly committed to the Wartburg Teacher Education Program; their dedication to students, their enthusiasm for education, their expertise and high standards as educators were obvious throughout the review process. All fulltime faculty members in the education department hold doctorate degrees, and a high percentage hold the rank of full professor or associate professor.
- The education department faculty has a reputation on campus for working closely with students in a caring way. This reputation was consistently reported by administrators, faculty of other departments, staff members, students and alumni.
- All education faculty members and those in the unit teaching methods courses have PK-12 teaching experience, most of it quite extensive. Faculty members maintain on-going

collaboration in PK-12 classrooms and are also involved in collaborative activities with others in the educational community at local, state, and national levels.

- The department utilizes part-time and adjunct faculty members who bring significant expertise and experience to the program. Part-time and adjunct faculty members are supported by full-time faculty members who serve as mentors; adjuncts are also evaluated by full-time faculty members and the education department chair. The role of school partnership coordinator supports the faculty and allows for strong college-PK-12 collaboration and strengthens the clinical experience for candidates.

Concerns/Recommendations: In light of the high demands associated with multiple responsibilities of education department faculty, consistent overloads for faculty members are a potential area of concern. The institution may want to consider planning for additional resources to adequately support the education department so that overload work assignments are not a necessity for continued excellence.

Items that Must Be Addressed Prior to State Board Action: None

STANDARD IV: CLINICAL

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- Evidence indicated strong open lines of communication between the Wartburg faculty and K-12 teachers and administrators.
- The clinicals are closely tied to coursework and provide opportunity for immediate connection between theory and practice.
- The School Partnerships Coordinator intentionally matches students with teachers in making successful field placements.
- Professors set high standards, especially regarding field experiences.
- Administrators and cooperating teachers speak highly of the students and their level of preparation for successful work in the K-12 classrooms.

Comments from Students:

“I felt very ready to get into the classroom and apply what we’ve learned.”

“Education faculty have experience in the classroom and really help you when you need it.”

Comments from Cooperating Teachers:

“Wartburg student teachers come with a belief and desire to teach all kids.”

“Faculty have high expectations. They are good at helping students who need a boost in the classroom. They communicate well with students.”

Comments from Administrators:

“The students from Wartburg come with an informed history of how to deal with cultures.”

“The teachers are well-versed in using assessment data in varied levels of skill with a good use of technology and learning strategies.”

“Wartburg gives an excellent preparation for students in responsibilities of ethics in student teaching.”

“Faculty members work very collaboratively with our local teachers.”

Item that must be Addressed Prior to State Board Action: None

STANDARD V: CANDIDATE ASSESSMENT

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The Wartburg Plan of Essential Education provides a solid liberal arts foundation for all majors and is readily recognized by students as a strength of the college.
- A clear alignment exists among the Wartburg Knowledge-Base Program Competencies, INTASC Standards, the Iowa Teaching Standards, and the Iowa Core Professional Standards. Interviews provided evidence that students can articulate the relationship between course content and program standards/goals.
- Knowledge-based competencies are further delineated into sub-concepts to more clearly define, focus, and assess each competency.
- The program uses an extensive intervention plan for addressing unsatisfactory candidate performance.
- Candidates demonstrate the ability to assess student learning. Specific assessment assignments are required throughout the program. The team encourages the program to further develop the specific use of formative classroom assessment to guide instruction.
- Students appear to have internalized the concept of differentiated instruction. Throughout the program, differentiation is required in lesson plans, including the identification of different leveled texts.

Concerns/Recommendations

- 1) Despite the focus on meeting needs of diverse students, some candidates expressed the need for more information about and experience with gifted students.

- 2) Although the Wartburg program provides many opportunities to learn about and use technology, students would like more hands-on exposure to technology. The purchase of additional instructional tools for practice in technology-rich pedagogy is recommended.

Items that must be Addressed Prior to State Board Action: None

STANDARD VI: PROGRAM ASSESSMENT

Initial Team Findings

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The curriculum map documents rich and multiple sources of formative candidate data.
- Meaningful summative performance data have been collected and aggregated.
- Education faculty members have been intentional about and successful in correlating course syllabi and assignment rubrics to designated knowledge-base competencies that are tracked in each course.
- The faculty is commended for their in-depth awareness of the complexity of assessment, their recognition that assessment is an on-going process, and their dedication to the continued refinement of their current system.

Concerns/Recommendations

- 1) It is apparent that the framework for Wartburg's assessment system is identified. However, it appears that certain components in the model have not been implemented as completely as others. Continued work is needed.
- 2) The team had no concern about the quality of the data being collected for candidate assessment purposes. However, one concern is about the quantity of data being collected. The team recommends addressing such questions as: Is the quantity of the data being collected and the process used for collection burdensome to faculty and support staff? Could the data collection process be simplified and still achieve intended goals?
- 3) There is a concern that some evaluation measures in the perception data strand do not provide adequate summative program assessment information based on candidate performance. It is recommended that the summative data tools used for program evaluation be aligned with knowledge-based competencies for comparison analysis.
- 4) In order to have appropriate unit and program assessment in the future, it will be necessary to use the same process and assessment tools for all candidates across the unit.

Items that must be Addressed Prior to State Board Action: None